

Academic Assessment Newsletter

March 2015

2014-2015 General Education Pilot

In support of the 2014-2015 General Education Assessment Pilot, five scoring teams (one per General Education competency) were established to include full-time and adjunct faculty across disciplines. In February, scoring team leaders received training in the AAC&U model of calibrating rubrics and conducting a scoring session. In February and March, the team leaders led calibration and sessions utilizing the AAC&U Value Rubrics to assess achievement.



I believe the General Education Assessment Pilot will facilitate refinement of the Gen Ed outcomes and assessment measures. For example, the work our team is doing with Technology Information Management (TIM) artifacts has resulted in dialogue about how to develop effective assignments aligned with FSW's General Education competencies.

- Bill Shuluk, Head Librarian

General Education Scoring Teams

COM

Communication

Amy Trogan

Michael Joy
Marty Ambrose
Ellie Bunting
Mary Beth Vaughn
Keith Hunter

CT

Critical Thinking

Katie Paschall

Fernando Mayoral
Myra Walters
Jeremy Pilarski
Bruno Baltodano
Dan McDevitt
Sabine Maetzke
Sara Dustin

GSR

Global Socio-cultural Responsibility

Tom Donaldson

Barb Miley
Elijah Pritchett
Joe van Gaalen

TIM

Technology/Information Management

Jane Charles

Caroline Seefchak
William Shuluk
Frank Dowd
Roz Jester
Melanie Ulrich

QR

Scientific and Quantitative Reasoning

Peggy Romeo

Anjali Misra
Don Ransford
Li Huang

** Names that are bold denote scoring team leaders*

COM

CT

GSR

TIM

QR

Reference: Rhodes, T.L. & Finley, A. (2013) Using the value rubrics for improvement of learning and authentic assessment. Association of American Colleges and Universities.

General Education Assessment

Assignment Feature

Professor: Dr. Caroline Seefchak

Class: RED 4519 Diagnostic and Intervention Reading

COM

Communication

CT

Critical Thinking

The purpose of this assignment is for each student, or teacher candidate, to gain practical experiences in administering formal and informal assessments, analyzing assessment results, and developing assessment-based instruction tailored to the individual student's interests, strengths, and needs. During the course of the assignment, each teacher candidate will also examine and utilize research based practices and materials in designing differentiated lesson plans and center activities (phonemic awareness, phonics, vocabulary, fluency, oral language, comprehension and writing, plus) for the purpose of providing systematic and explicit lessons in reading. intervention. This assignment is submitted to LiveText and is graded on a rubric.

Assignment Directions

- A. You will select one (1) struggling student in second to fifth grade and administer an Analytical Reading Inventory (ARI) or an Individual Reading Inventory (IRI). A diagnostic portfolio will be developed for this student and shared with the teacher.
- B. Additional assessments are administered as appropriate (Names Test, Spelling Inventory, Writing sample)
- C. Assessments will be analyzed.
- D. Based on assessment data, three (3) individualized tutoring plans will be created for the case study student on whom the diagnostic was conducted. Each tutoring plan will include a related center activity. Tutoring plans must follow required format and include artifacts of student work and photos of student engagement in center activities. Formative assessment must be integrated into each tutoring plan. Reflections after each tutoring session must include an analysis of the student's achievement of the objective(s) and a rationale for next steps in tutoring.
- E. You will prepare a written diagnostic report, and create a presentation to be delivered during class in RED 4519. The written report and the presentation will describe assessments and interpretation of data, diagnosis, curricular materials used, instructional strategies implemented, and intervention results. Recommendations for continued support from parents, teachers, and the case study student will be included. A copy of the report will be shared with the classroom teacher.



Notes from Dr. Caroline Seefchak

The Diagnostic Case Study is a critical task in Diagnostics and Intervention, one of several courses that teacher candidates must complete successfully in order to meet requirements for State of Florida endorsement in reading, an addition to their state teaching certifications. RED 4519 is one of the final

classes that teacher candidates must complete before entering internship, and it includes hours or in-field work in classrooms.

Early in the semester, teacher candidates, in collaboration with their mentor teachers in classrooms in schools in Lee, Collier, Charlotte, and other counties, each select a struggling reader at an appropriate grade level on whom they will conduct a thorough diagnostic case study. The teacher candidate's in-depth work with the student is done in six to eight meetings of 20-30 minutes each, during which the teacher candidate administers one of two multi-part individual reading inventory assessments. After consulting with the mentor teacher and with the course professor to discuss preliminary results, the teacher candidate may decide to include administration of subsequent diagnostic assessments to target specific areas of literacy development. Having completed the diagnostic portion of this assignment, the teacher candidates create intervention plans that target the areas of weakness. Teacher candidates meet with mentor teachers and, in some cases, the students and their parents, to discuss the results and intervention plans as a follow up to the diagnostic assessment.

The completed Diagnostic Case Study is a professional quality report that teacher candidates may include in their professional portfolios -- and that some elementary and middle schools opt to include in students' cumulative folders as they would any professionally generated documents. Through this project, teacher candidates' knowledge of teaching reading and literacy is thoroughly synthesized as they examine and diagnose young students much in the same ways that reading specialists and professional diagnosticians do within our K-12 schools.

Course-Level Assessment Feature

Fundamentals of Speech (SPC 1017)

Informative Speech Assignment

In order to measure achievement of course learning outcomes, the Speech faculty developed guidelines for an informative speech that is assigned across all sections of SPC 1017. The speeches are graded on a faculty-designed and normed rubric.

The Office of Academic Assessment provided a series of analyses regarding student achievement across all dimensions of the speech rubric. Additionally, the Office of Academic Assessment provides comparative achievement across locations. For example, Figure 1 shows scores distributed by campus site utilizing a box-whisker plot. This type of assessment tool demonstrates the distribution of scores by multiple groups such as class locations (sites) or individual course sections.

The red line depicts median score. The upper and lower box boundaries indicate the 75% quartile and the 25% quartile (the box represents the central 50% of scores). The vertical lines represent the remaining scores outside of the central 50% that are not outliers. The Red '+' denote outliers. Faculty can use these data to begin an academic discussion regarding comparability of achievement across sites.

